

Four Seasons & Math Mountains



Grade 2nd
Math/Science/Drama

Objective: Students will learn, understand, and put into practice their knowledge of the four seasons and the relationship numbers have with one another.

2nd Grade Core Curriculum Drama Standard 1 Students will develop a sense of self.

Objective 3 Develop and use skills to communicate ideas, information, and feelings.

2nd Grade Core Curriculum Science Standard 2 Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.

Objective 3 Compare and contrast seasonal weather changes.

- a. Identify characteristics of the seasons of the year.

Materials:

Student journals
Pencils
Paper
Chair
Stickers

Warm up/ Introduction:

M&M Area:

We'll start by having the students put their journals in Lab Area. Then we'll sit down in M&M Area, clumps of grapes. The Drama Leader (chosen by you and I) will read the beginning statement.

Explore:

"Welcome to Drama class! Today we're learning about math mountains, the four seasons, and how stories are words put together in different ways. Have any of you ever picked out your own outfits?" We'll use this question to talk about how outfits are usually made up of the same things. We'll draw them on the board, and then we will discuss how sometimes different things can be added to an outfit or taken away, and it still makes a full outfit.

Different components can make up the something.

We'll talk about math mountains, and how different numbers can be used to make different sums. Please help me discuss the kinds of numbers that can be added together (pairs of 2, 3, 4, 5) to make different/same sums. We'll ask for five volunteers to come up to the front of the classroom. We will put stickers on each student (ask them to put it on their shirt themselves). These stickers will have numbers on them (10, 5, 5, 3, 2). We're going to make human math mountains! We'll have one child stand up on the chair, and we'll fill in the other numbers. Help me facilitate this. We'll switch the numbers up about 3 times, and then move on.

Transition Lab Area

Lab Area:

Have the groups perform for each other. Classmates observe and explain what they saw. Our activity in Lab Area today is writing prompt. They are to each write their own journals. Each student needs to have their own pencil as well (Drama Leader passes them out). Once everyone is settled in, we'll talk about the four seasons and how they are different, but many parts of them are the same as well. We are going to pretend that we are at the Four Seasons Hotel. We have just stayed in the hotel for a week, and we've had a lovely time! Each floor of the Four Seasons Hotel is a different season! The rooms have the same weather as their floor's season, and all the decorations look like that season!

For example: maybe the Summer Floor, room #102, has sand on the floor, a bright sun in the corner of the ceiling, hot weather, beach balls everywhere, you sleep on waterbeds, the TV only plays movies about baseball, and they gave you free lemonade!

Remember ----

every floor is a different season. You are writing a postcard to your best friend back home, telling them what it was like to stay at the Four Seasons Hotel. You need to decide which floor you stayed on (Summer, Fall, Winter, or Spring), and then write about EVERYTHING in your room. What temperature was it? What was the weather like in your room? What were the beds and curtains like? What was on the TV? Was there a pool or an ice skating rink? What kinds of clothes did you have to wear in your room? What did you eat? You must write at least 6 sentences about your experience at the Four Seasons Hotel. Help me monitor the writing speed. I'd like to spend about 15 minutes on this activity, and then we'll ask them to put their pencils down. You can tell them that, if you have time, you will draw the other side of the postcard back in class. They will leave their papers in Lab Area, and then move to Story Area.

Learning Objective(s): Students will learn, understand, and put into practice their knowledge of the four seasons and the relationship numbers have with one another.

Subject Area(s): Drama, Language Arts, Science, Math

Activity Type(s): Human Math Mountain, Four Seasons Hotel writing prompt,

Synthesis of knowledge/discussion

Links:

Preparation: Drama Teacher: Put the jar of pencils on the table in Lab Area, put a chair in the front of the room.

Classroom Teacher: Have the students bring their journals or some kind of paper.

Transition Story Area

Story Area: In Story Area today, we'll be talking about how everything in this world has a connection. How seasons all blend into one another, and they don't just start BOOM, and then winter is here, and fall is over! It's different than that. The change is more gradual. And, just like the seasons, parts of a story aren't divided into real cut and dry sections. Everything leads into the next part. The beginning of a story leads into the middle, and then the middle leads into the end. And, also like the seasons, the beginning, middle, and end, can't really be switched, or it wouldn't make sense. Think about the story of Cinderella. If it started, "And they lived happily ever after," would it make sense? No! So, you have to have each part of the story lead into the next. The way to make a story flow really well is to add details. The details help each sentence to really describe everything so that when you move on to the next part of the story, the reader can see that everything fits really nicely. Now we'll have the Drama Leader read us out: "Thank you for coming to Drama today. We learned about Math mountains, the four seasons, and about how to make a story flow together to make it more interesting. Please line up on the Quiet Line."